

AGENDA ITEM X-H

Consideration of proposing amendments to Sections 5.73 and 5.78 of Board rules, concerning the reporting of student enrollments to be counted toward the enrollment thresholds of the Higher Education Supply/Demand Pathway model (First Consideration)

RECOMMENDATION: Propose amendments to Sections 5.73 and 5.78 of Board rules, concerning the reporting of student enrollments to be counted toward the enrollment thresholds of the Higher Education Supply/Demand Pathway model

Summary:

The Higher Education Supply/Demand Pathway model (SDP or Pathway) is defined in Coordinating Board rules as “a developmental approach to providing access which allows for the gradual increase of resources as demand grows, operating under the principle of avoiding over-commitment as well as under-commitment of state resources” [Section 5.73 (15)]. At its October 2003 meeting, the Coordinating Board reapproved the concept of the Supply/Demand Pathway and the threshold levels associated with steps on the SDP. The Texas Legislature has generally adopted the Pathway framework in its discussions and in legislation related to the creation of new universities, although it has not retained the threshold levels.

Under Pathway provisions, when a Pathway Education Center (PEC) attains an enrollment of 3,500 full-time student equivalents (FTSEs) for four consecutive fall semesters, the Board would consider recommending to the Texas Legislature that the PEC be reclassified as an upper-level general academic institution – a university. The 3,500 level over four semesters is intended to show substantial and sustained demand for upper-division and graduate higher education offerings that would permit any resulting university to achieve economic efficiencies and to offer a reasonable variety of high-quality academic programs and support services.

Numerous questions about what kinds of enrollments should or should not be counted have been raised by the institutions. The purpose of the proposed counting policy is to respond to those questions and to ensure that semester credit hours used towards the thresholds *indicate actual student demand for campus-based courses*. The rules recommended by staff also conform to the basic tenet that PECs should build on, not duplicate, the offerings of community colleges. Upper-division and graduate academic semester credit hours generated in courses where students come to the PEC site for instruction are counted. Internet course hours are not counted because they do not indicate demand for on-campus courses.

The proposed rules are designed to reflect the purpose and intent of the Supply/Demand Pathway. However, Pathway Education Centers also provide support to students who would not be counted under the proposed rules. The staff proposes to develop a new CBM report that would also reflect the enrollment of students in non-traditional courses to acknowledge the broad scope of assistance that Centers offer students in their areas. All Higher Education Centers, whether on the Pathway or not, would submit the new report. The new report would include students supported by the Centers, such as those in teacher education, or in multi-modal or hybrid courses that meet several time a semester at the Centers. These students

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would not be included in the Supply/Demand Pathway counting procedures because they do not indicate demand for exclusively campus-based courses.

The proposed rule also clarifies that a lead institution for a Pathway Education Center must be named.

Impact (including fiscal):

There will be no fiscal implications to state or local government.

Advisory Committee Statement:

There is no advisory committee.

Legal Consideration:

Approved by the Office of General Counsel _____

Date: _____

The proposed amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.